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AUTHOR Achilles, C. M.
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ABSTRACT

A major focus for research in preparation programs should be on the practice of administration. For some time, the preparation of educational administrators has been rooted in the traditional liberal arts approach--the approach of a discipline--as a model for preparing the practitioner. Emphasis has shifted to the concept of the accurate identification/diagnosis of the problem and correct assessment of the results and application of research-based knowledge. The research emphasis leans toward decision-making and improvement of practice, although it may relate practice to theory. Examples of dissertation research are provided to demonstrate the problem of translating practice into the theories that seem best suited to explain or describe the problem phenomenon. The problem is not singularly the focus of research, but extends to current faculty untrained in research on practice, to preparation programs, and to faculty who are not active researchers. Appended are preliminary considerations of research issues in educational administrator preparation, a figure of research elements, and a figure of the "5 Strands" preparation program. (19 references) (SI)

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THE PRACTICE OF RESEARCH ON PRACTICE

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C. M. Achilles, Professor
Education Administration, Higher Education, and Research
School of Education
University of North Carolina at Greensboro
Greensboro, NC 27412-5001
919/334-5100
FAX # 919/334-5060

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THE PRACTICE OF RESEARCH ON PRACTICE*

Some Context and a Synopsis of Past and Present

Considerable controversy has swirled about several ideas and recommendations for preparation of Leaders for America's Schools as presented by the National Commission on Excellence in Educational Administration (NCEEA) and in the National Policy Board (NPB) report, Improving the Preparation of School Administrators: An Agenda for Reform (1989). One recommendation, however, which seems to have generated very little opposition is that a major focus for research in preparation programs should be on the practice of administration. Future administrators (and professors) should study exemplary practice, problems of practice, etc. Perhaps one reason that this has not generated a great deal of disagreement is that the idea has been around in various forms for some time, and it does seem (at least on the face of it) to make considerable sense.

For some considerable time, as the art/science/craft of preparation of education's administrators has attempted to find its roots, the leading professors became deeply involved with the traditional liberal arts approach, the approach of a discipline, as a model for preparing the practitioner. In the last analysis (when we finally get some data) this approach may be the preferred one. Yet, one characteristic of a discipline is that it has a body of knowledge and another characteristic is that it has its own method of inquiry. Both of these conditions were doubtful for education administration during its origins, and probably are still somewhat questionable. Derrick Bok, President of Harvard, noted it this way: "Because they have neither a strong

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*C. M. Achilles, Professor, Education Administration, School of Education, University of North Carolina, Greensboro, NC 27412-5001. Paper at University Council on Educational Administration (UCEA) Third Annual Conference. Phoenix, AZ 10/89

profession nor a distinctive body of knowledge to impart, education faculties have no firm anchor for their programs or curricula. Instead, external forces push them first in one direction and then in another" (1987, p. 46). Although Bok spoke of faculties of education in general, those who prepare leaders for America's schools are part of those faculties. The same general problem identified by Bok's comments was identified in 1982 by Harry Judge, and more recently by Guthrie and Clifford (1989) in a Kappan article, and in the book, Ed School (Clifford & Guthrie, 1988).

Those doing dissertations have often borrowed heavily from the methodologies associated with the various liberal arts, unabashedly accepting with little or no modifications the models and paradigms from various disciplines as the basis for their research. Thus, on both accounts (a body of knowledge and a method of inquiry), education administration probably fails as a discipline. If this is true, eclectically accepting the disciplined discipline approach to inquiry as molded by the liberal arts tradition is probably inappropriate as a foundation for research in education administration.

A line of research called the "School Effects Research" suggests that we should try to link what administrators do to pupil outcomes. (Do things that administrators do in schools influence what pupils learn--the results of schooling?) If administrators influence teachers and if teachers influence pupil learning, what should administrators do to help teachers influence pupil learning more positively? Hawley (1989) stated the question as follows, "What are the things that school administrators do that contribute meaningfully to student learning?" (p. 2). Dissertations in education administration probably ought to help administrators by focusing on such things as learners, teachers,

content of schooling, context or environments of schooling and on administrators (Haller, 1989; Haller & Knapp, 1985). Erickson (1979, p. 9) suggests that an overarching question might be "What are the determinants and consequences of various ways of organizing an educational enterprise?" Questions of these types strongly prod us to emphasize research on practice. Appendix A provides a summary of some ideas about the focus of education administration research. Indeed, the very ideas of the NCEEA and the recommendations of the NPB (1989) drive us in the same direction. The NCEEA (1987; Griffiths, et al., 1988) would have preparation programs deal with the study of administration, and the application of research findings and methods to problems in practice, while the NPB (1989) at least hints at the requirement of research on practice with its notion of "confirmed field and higher education relations." Appendix A includes additional ideas about research in Education Administration.

The Pendulum Swings But Not In the Same Arc as Before

Years ago, a practice in some departments of education administration (EA) was to engage students and professors in a "school district survey." This was often a pre-dissertation experience to involve students with practice and problems of administration in the field. Although these surveys tended to get quite formalized and standard, one of their purposes was the development of relationships between institutions of higher education (IHE) and school districts in the IHE service area. Occasionally these surveys formed the basis for student research. The research so generated usually was not particularly sophisticated, but it had a clear focus on problems and issues of interest to local school systems at its heart.

In some institutions the IHE/field relationship became formalized in a

vehicle called the school study or development council, something begun nearly simultaneously by Paul Mort at Columbia and Dexter Simpson at Harvard in the mid-1950's. Among other values, school study councils provided a focus for field-based reseasrch, opportunities (funding) for students to attend school and avenues to build and improve relationships between IHEs and the field. Quite often, the study council and the graduate students associated with the council conducted studies of practice (commissioned at the behest of the local schools); students built upon these studies as bases for dissertations.

The movement to a reliance on theory, "scientific" procedures, and borrowing methods and ways of inquiry from disciplines as a basis for research in education administration undermined much of the research function of the study council effort, and many study councils that survived shifted their focus to other services. The study council base is extant, and some IHEs might do well to consider building upon this base as they refocus some research efforts in education leadership on the actual practice of administration in education.

This section has not recounted the brief history with a notion of revisiting the past with the same purposes and approaches. Progress in research and research methodology has been substantial. We now have as tools useful and accepted--if not respected--new methods of research; some of the alternative methods to the traditional quantitative and scientific approaches have gained legitimacy among researchers as they have been formed and shaped through the tests of peer criticism, debate, and dialogue. These new and refined approaches now available include, for example, various naturalistic approaches, new case study methods, expanded tests for validity, and improvements in the field of program evaluation which can be extremely pertinent to the issue of research on practice. Areas of research such as

operations research (Taylor, 1988) may be equally or more pertinent to education administration than research based on social science discipline foundations.

Today, if we were to revisit some prior approaches, we would have new and refined conceptualizations and research tools to guide us. Moving into new domains will require education administration professors to learn and use new methodologies. This is no easy task, for as Dewey (1938) noted, what is in our minds limits and controls what we let in and contemplate.

> The way in which the problem is conceived decides what specific suggestions are entertained and which are dismissed; what data are selected and which are rejected; it is the criterion for relevance and irrelevancy of hypotheses and conceptual structures. (p. 138)

One major problem facing advancements in the field and the impact of research is that many "problems" identified in dissertations don't meet the criterion of problem. Often, if you ask administrators to specify "problems" that they encounter, they provide examples of <u>solutions</u> stated as problems (we need more mathematics teachers in high school), or statements of fact masquerading as problems (student attendance is only 89%). Discussions with students about to enter dissertation research uncover the same sort of vagueness about problem definition. For example, consider the "problem," "I'd like to look at attitudes of administrators relative to site-based management." What's the problem? In the absence of clear problem definition, we often find ourselves responding to other groups' problems and doing research which doesn't move the field forward as it doesn't address crucial problems which the field is constantly facing. Getzels (1979) called this problem "the problem of the problem." In fact, the book <u>Problem Finding in Educational Administration</u> (G. Immegart & W. Boyd, eds.) is one of the few sources of problem-finding emphases that I have found in my readings on the topic. Getzels' distinctions are in

Figure 1.

Schon (1989, p. 191) notes that in essays on professional education Edgar Schein and Nathan Glazer have both addressed the epistemology "that dominates most thinking and writing about the professions, and is built into the very structure of professional schools and research education." Schon notes an important similarity in the theses set out by both authors. "Both of them treat rigorous professional practice as an application of research-based knowledge to the solution of problems of instrumental choice." (Emphasis added.) Perhaps within this definition is the concept of the accurate identification/diagnosis of the problem, for clearly professional effort at applying research-based knowledge must be directed at correct, important problems and the results of that application must be assessed, not only as to efficacy of results but also to learn about future applications of the research-based knowledge.

Schon (1989, p. 191) notes that Schein, in Professional Knowledge (1973:43) proposes the following three-fold division of professional knowledge:

1. An underlying discipline or basic science component upon which the practice rests or from which it is developed.
2. An applied science or "engineering" component from which many of the day-to-day or diagnostic procedures and problem solutions are derived.
3. A skills and attitudinal component that concerns the actual performance of services to the client, using the underlying basic and applied knowledge.

Achilles (1985; 1988) has noted similar distinctions as the science, art and craft dimensions of profession, and the What? How? Why? elements. A professional (a practitioner-professional) must know what to do and how best to

1. PRESENTED PROBLEM SITUATIONS. The problem is given to the problem-solver. It probably has a known formulation, known method of solution, and known answer. The problem is proposed by someone else and given to the problem solver (This is the situation most prevalent in schools. Think of all of your classes and subjects. Given that the side of a square is four feet, what is the area?)

2. DISCOVERED PROBLEM SITUATIONS. The problem exists, but is formulated by the problem solver, not by someone else. It may not have a known formulation, known method of solution or a known solution. Why do children, at about grade 3 or 4, begin to seem to dislike school when almost all children are initially eager to attend school? Is this an American education phenomenon, or does it exist in other cultures?

3. CREATED PROBLEM SITUATIONS. No problem is evident until someone creates or invents it. An artist creates a painting. A poet expresses beauty through an ode. An advertising artist may be given a problem--design an illustration for an advertisement. A fine artist starts with a blank canvas and proceeds to create a problem which the same artist then moves to solve. (Getzels, 1979: 11).

Figure 1. Three Categories of Problems (Excerpted from Getzels, 1979, p. 11) to Show One Key Difference in Problem Solving (Presented Problem) vs. Problem-Finding (Discovered and Created Problem Situations).

do something. The conscientious, reflective, informed professional will also know why a certain action or course of action is appropriate. Where might serious considerations of these concepts as a framework for research lead us in contemplating research agendas for professors who profess in a profession to students who study to become, primarily, practitioners of the profession? Figure 2 shows suggested types of research to address the issues of WHAT? HOW? and WHY? (Achilles, 1986).

ELEMENT	TYPES OF RESEARCH/METHOD/FOCUS
WHAT?	Basic Science (Disciplines)
HOW?	Case Study, Comparative Studies, Correlational Studies, Evaluations, Models of Practice
WHY?	Case Study, Evaluations, Typologies of Problems, Biography/Autobiography

Figure 2. Suggested Framework for Types of Research Models to Address Key Questions of Education Administration.

In the framework provided, there are at least two clear places for "research." The first is for research to advance the "basic science" and to create new knowledge--new WHATS for skilled practitioners to use. This arena typically has been for traditional research in the disciplines. The second arena, one that seems very appropriate for practicing professionals, involves pragmatic concerns of "Which WHAT should I use?", "How should I apply the WHAT?", "What seems to be the results of applying a WHAT?", etc. This research will focus upon the application--the applied science--of employing some "basic science" to solve specific problems. This is research on practice. A third area, the WHY area, offers the forum of uncertainty--the place for reflection,

for philosophy, for ethics. In exceptional cases, this will offer material for biography, for autobiograghy, and for agonizing searches for "truth." This is also a type of research on--or rather about--practice. Traditionally, this research arena has not been well valued, especially among those who do basic research and control the universities which house professional schools. Since it has not been well valued, it has often not been well done. Its results have not been clearly codified.

Figure 3 provides one way to think about the range of research possibilities (from theory to practice) and, in general, the purposes of various types of research. In research on practice, the research emphasis will lean toward decision-making and improvement of practice, although it may relate practice to theory--often after the fact. This idea suggests research that moves from practice to theory, rather than vice versa.

Some Personal Examples of Research Related to Practice

Recognizing the limitations inherent in self-reporting and anecdote, nevertheless I'd like to use as examples some dissertation research conducted by previous students and an occasional study which I have worked with as a team member. Considerable portions of this research meet the test of research on practice; some has received recognition both among practitioners and among researchers. (The low rate of publication in prestige journals in our field is undoubtedly one test of the low repute of this research among the professorial elite, but its reporting in the more popular, practitioner outlets suggests at least some utility.) Table 1 presents a summary of some examples of the type of study which focuses on practice of administration problems and yet which seems to contribute to education improvement. Studies identified by (*) were recognized for their contribution in one of several ways. Six of the studies

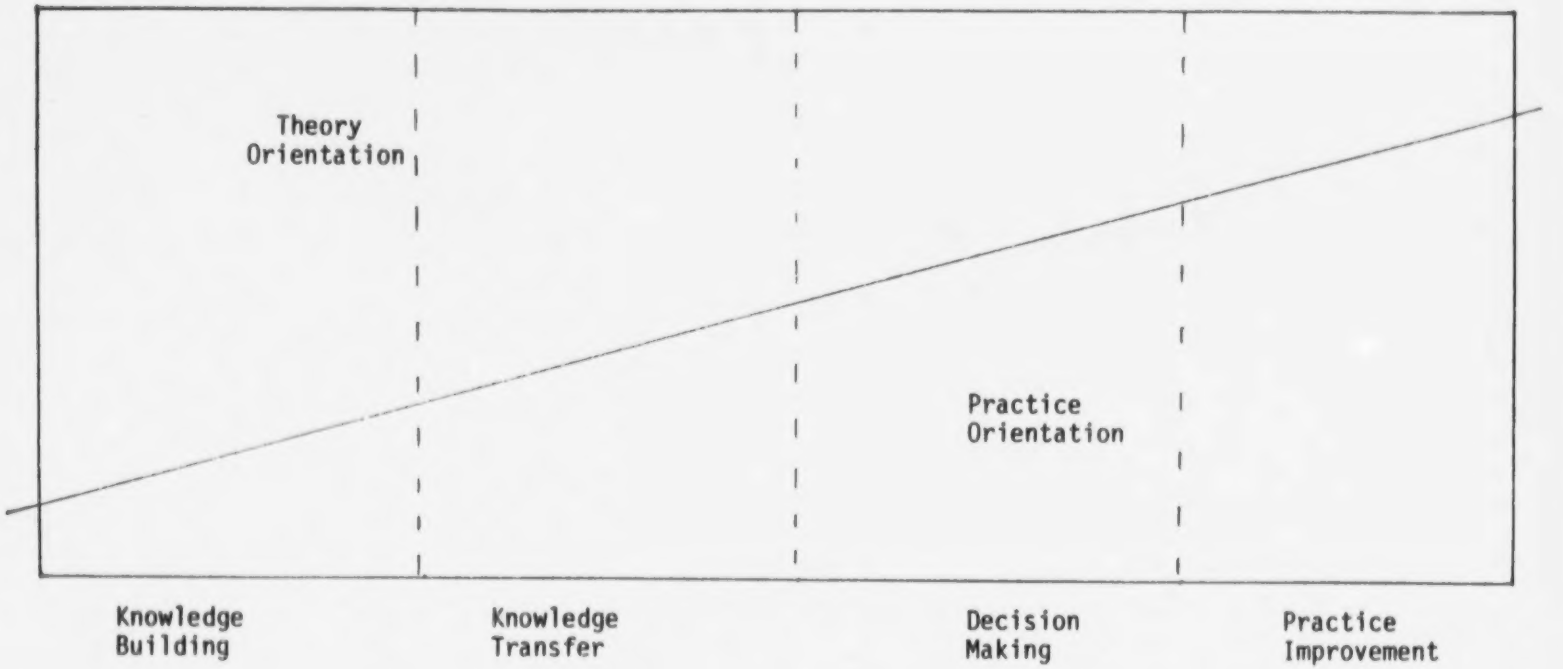

Figure 3. Basic Purposes of Ed. Ad. Research

Table 1.
Samples of some "Studies of Practice" that have enjoyed application and some legitimacy as "Research."

Focus	Method/Theory/Approach
A.* Influence-gaining behaviors of principals in "effective" schools.	Selected principals in a major "effective schools" project in inner city. Use of French-Raven typology (modified). Multiple data sources.
B.* What norms are evident in "effective" schools and how does the principal influence the setting of these? (Selected by PDK for chapter in Hot Topics series.)	Selected (6) rural elementary schools (Discrepancy or Outlier Model) where pupils perform 2 SD beyond expectation. Observation and classification. (Results used in an Instructional Module.)
C.* Evidence of efficacy of employing selected "effective schools" strategies on the test performance in schools with traditionally low scores.	Historical data and then a three-year longitudinal study. Study employed analysis of implementation and comparisons with a) history, b) city average, c) other city schools, and d) national norms.
D.* A model and process to help education administrators improve public confidence in public schools.	Building upon the 5-year study of public confidence, researcher categorized effective practices into change models and employed communication theory to develop a model.
E.* Do administrators in Ed. Adm. display selected conceptual characteristics similar to those of recognized successful CEOs.	Employed nominated (excellent) and random sample of Ed. Adm., and study of CEOs to identify conceptualizing process of "successful" education administrator.
F.* Study of disproportionate disciplining of minority/white pupils in a court-ordered desegregation setting. (Selected by PDK for chapter in Hot Topics series.)	Multiple data sources. Categorize "offense" by severity. Develop alternative ways to handle appeals (Ombudsman) and generate alternative steps to remediate the discrepancies noted ("Blame the victim"), improve curricula, etc.
G Does a professional education administrator's mood (good/bad) influence that administrator's decision on professional issues?	Experimental design. Randomness, etc. Induced mood states (tested) then solved professional tasks. Re-checked mood states.

Table 1 (Continued)

H.* Analysis of, and effects of, implementation of "Effective Schools" correlates in an urban area.	Two-year historical data and four-year implementation. Observed to assure implementation. Theoretical model to "track" levels of implementation; national, state and local norms, etc.
I.* Study of "Phased Retirement" as a procedure to rejuvenate aging faculties in an economically feasible way.	Analysis of faculty demographics and salary. Review of literature for similar programs. Develop a statistical model and apply it. (Result: Many of the recommendations implemented in state system.)
J.* Study of reduction in class size in a metropolitan school district in relation to pupil achievement and development. (Produced 3 dissertations.)	Longitudinal (3-year) study of 1:15 (vs 1:26) "treatment" in neighboring schools. Employed matched "blind" control Various cognitive, affective and census group.data measures. (Led to major 13 million dollars statewide study.)
K.* Study of various formula and non-formula funding procedures in higher education and make recommendations related to state's tax base and funding processes in Higher Education.	Review of funding formulae in all 50 states for higher education. Identification of various important factors seemingly related to quality and ability to pay (National Ed. Finance Award).
L. Several "theory-oriented" studies that generated "models" used in other studies and in school-improvement efforts.	
1. Model of Evaluation	1. Built on Polanyi "tacit knowing" concepts
2. Organization Receptivity to Change	2 Built on analogy to Maslow's hierarchy of needs

*These studies were nominated for AASA "Outstanding Research" Award, or won national/regional recognition (e.g., Mid-South Education Research Association Outstanding Research, PDK Outstanding Research, College/University Award). All studies focused on the practice of Education Administration. All but H, J, L were doctoral dissertations.

were nominated for "Outstanding Research" awards by the American Association of School Administrators (AASA). Studies won such awards as the outstanding research paper at the Mid-South Educational Research Association, the regional outstanding dissertation for Phi Delta Kappa, or an award at the university for outstanding research. Studies have also been recognized by professional associations, such as the National Education Finance Association, Phi Delta Kappa, AERA (regional award), etc. A recent, soon-to-be-completed major study of class-size issues may take its place in the research on practice and useful categories as it already is beginning to be used in policy discussions.

Thus, although some may disdain the notion of research on practice, I would argue (based upon an admittedly small sample) that such research can (1) be professionally rewarding for a major professor or research team member, (2) may provide recognition of achievement for the researcher, and (3) at the same time may offer some reasonable prospects for improvement of practice.*

How Do These Studies Differ From Regular Dissertations?

These studies do not differ dramatically from regular dissertations. The problems which they addressed stemmed from practice. The researchers worked on site; they did not send out self-made, "whipped together" questionnaires to questionable "samples" that they never saw. The researchers met and talked with real people and saw the impact of the problems they were studying. The researchers often translated the problem of practice into the theories which seemed best to explain or describe the problem phenomenon; the researchers

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*Other examples of these types of studies from my own background would involve research performed for social issues, such as desegregation studies in Richmond, VA; New Castle County, DE; Kansas City, KS; St. Louis, MO; and other places. Although some of these did not generate dissertations, the studies provided research training opportunities for doctoral students.

attempted to relate findings to appropriate theories (after the fact). The key, however, was that the studies were practice-driven, employed data from practice, did not (except as one of several data formats) collect data via questionnaire, and the studies actively involved the researcher in on-site study and analysis of problems. Interestingly, articles derived from each of these studies can be found in the professional literature and portions of study results typically are entered into the ERIC database. An additional benefit was that each student involved was encouraged by a local agency to conduct the study, as the study was of interest and perceived value to administration in the agency. This mindset increased availability of key people, access to data, and cooperation. Results of the studies were used.

The problem, however, is not singularly the focus of research. The problem extends (1) to current faculty who have not been trained in or had experience with research on practice, (2) to preparation programs which have few options other than the "borrowed" research paradigms and models, and (3) to faculty who, themselves, are not active researchers. Note that (1) Boyan (1981) found that fully 80 percent of research in EA was done by graduate students, (2) Haller found that 80 percent of doctoral research was conducted via questionnaire, (3) that study of EA research has found it underdesigned and overanalyzed (e.g., Haller, 1985; Haller & Knapp, 1985; Knapp, 1985), (4) that McNamara found that many articles in EAQ were exemplified by naive use of statistics (Erickson, 1979, p. 10), and (5) that McCarthy et al. (1988) found that about 60 percent of EA professors directed doctoral research but that EA professors on average spent about 12 percent of their time on research (compared to 18 percent in other fields) and only 24 percent reported producing/editing/co-authoring or editing as many as ten articles/papers/

reports/books/chapters in a five-year period. A research focus on problems (or exemplary efforts) of practice has the potential to help EA (1) develop and build a knowledge base of its own, (2) employ and refine methods of inquiry suitable to build and advance this knowledge base, and (3) revitalize faculty research which, by most accounts, has become moribund. Table 2 contains some suggestions to help guide intrepid souls that may venture off the path most travelled. These ideas are admittedly not thoroughly fully framed; thoughtful, cooperative criticism of them in colloquia of colleagues can help shape them carefully into useful guides.

Summary

The current interest on research on practice makes sense. Research strategies and methodologies have improved since the last time that we had this focus on research on practice. Research on practice will help education administration move toward a "discipline" in that carefully applied, research on practice should provide a body of data, and if taken seriously, we might even find some interesting methodologies within the research on practice focus so that we can begin to speak not only of a body of knowledge, but also of appropriate methods of inquiry. Wouldn't it be interesting to seek our own path to becoming a discipline rather than imitating questionable approaches or contorting our field to fit the tantalizing Procrustean bed seductively offered by those who disdain professional practice as mundane? You bet.

Table 2
Some Suggestions to Improve Research in Education Administration (EA) and Generate Useful Data to Build a Data Base (1989)

Current Faculty	This is a problem area for, as research notes, few faculty do research, but many supervise it. Rather than becoming endlessly mired in "philosophic" issues, faculty should receive training in research methods appropriate for research in EA and do some research. Faculty might work as teams on important problems. Those who don't do research should not supervise it.
Future Faculty	Future faculty often work (i.e., get degrees) with current faculty who don't do research. This should end in time (see Current Faculty), but preparation programs should require more emphasis on research, not just on statistics. What is research or inquiry? Why do research? How? Courses on research should not be taught by those not doing research. Future faculty should be part of student/faculty teams conducting on-going research during preparation. Future faculty should develop several research papers, etc. before doing their dissertations. Research and evaluation activities are important in establishing a spirit of inquiry.
Research Focus	Research in Education Administration should focus substantially on problems of practice -- on students, teachers, contexts, content, and administrators. Research should be done on site (reduce the mail-out questionnaire to people the researcher never sees), using several methods of inquiry. Solving specific problems of practice will provide evidence that should lead to generalizations and then to the testing of the generalizations. Research which moves from practice to theory should be at least as valued as research which moves from theory to practice.
Research Design Ideas	Education administrators need to know not only that something happens (often the message of tests of significance) but what happens and how it happens. Perhaps one day we'll become expert enough at research to show why something happens. Repeating or replicating studies is useful if there are ways to aggregate the results to advance knowledge. Meta-analytic processes could be strengthened if some similar studies of important issues used the same or similar designs, methods and analyses from the outset. Research teams might design similar studies in advance so the results will be moderately comparable. This step should allow more sensible comparisons of findings of similar studies. (The flip side is a lack of diversity.)

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APPENDIX A
PRELIMINARY CONSIDERATIONS OF RESEARCH ISSUES IN A "PROFESSIONAL MODEL" OF EDUCATION ADMINISTRATION PREPARATION

A major focus of research for professionals in school administration should be on administration, and specifically on administration applied to education settings. As a starting place, the distinctions of Haller (1989) are useful. Research on administration is not research on administrators. Haller suggests five "commonplaces" that guide research on administration of education settings. These commonplaces (variables?) help define the setting as education and the primary elements of that setting. Criterion variables for the analyses of inquiries will be related to outcomes, and particularly outcomes as reflected by learners, teachers and important others within the ambient education environment. Specifically, for Haller, research in education administration is the systematic study of relationships among the five "commonplaces" (or variables) and the effects on learners (outcomes) of manipulating the "variables" (Haller, 1989, pg 4). The five commonplaces which Haller identifies are: Learners, Teachers, Content, Context, and Administrators (see Figure A-1). In this definition, one presumes that the commonplaces are broadly defined, so that "Teachers" will include, generally, the persons of the education setting (e.g., counselor, librarian, non-certificated personnel, etc).

In their unsuccessful bid for the Federal Education Leadership Research and Development Center, personnel of the Southern Regional Consortium of Colleges of Education (SRCCE) who developed the SRCCE proposal considered that research in education administration attend to three general areas: Leadership Context, Processes, and Outcomes. The general framework for this conceptualization is provided in Figure A-2 (SRCCE R&D Proposal: 25).

Certainly one must consider that within these conceptualizations there is accommodation for focused studies that will provide information and direction to help education administrators understand better the "commonplaces" and also the processes germane to administration of education. Thus, there would be the possibility of descriptive studies, or of studies to give direction and guidance for administrative action (e.g., a study of the legal issues in the development, use and evaluation of student codes of conduct). Such studies may or may not be "accepted" as independent research of "doctoral quality" but most assuredly they could provide a focus for "field studies" as part of education administrator preparation programs.

The general concepts expressed here seem to mesh reasonably well with the "five strands" around which preparation programs for education administrators should be designed, according to the recommendations of the National Commission on Excellence in Educational Administration, or NCEEA (Griffiths, et. al., 1988: 16). Specifically, research as described here relates to the first three of the five strands (see Figure A-3): Study of Administration, Study of the Technical Core of Education Administration and the Acquisition of Vital Administration Skills and Application of Research Findings and Methods to Problems of Education Administration.

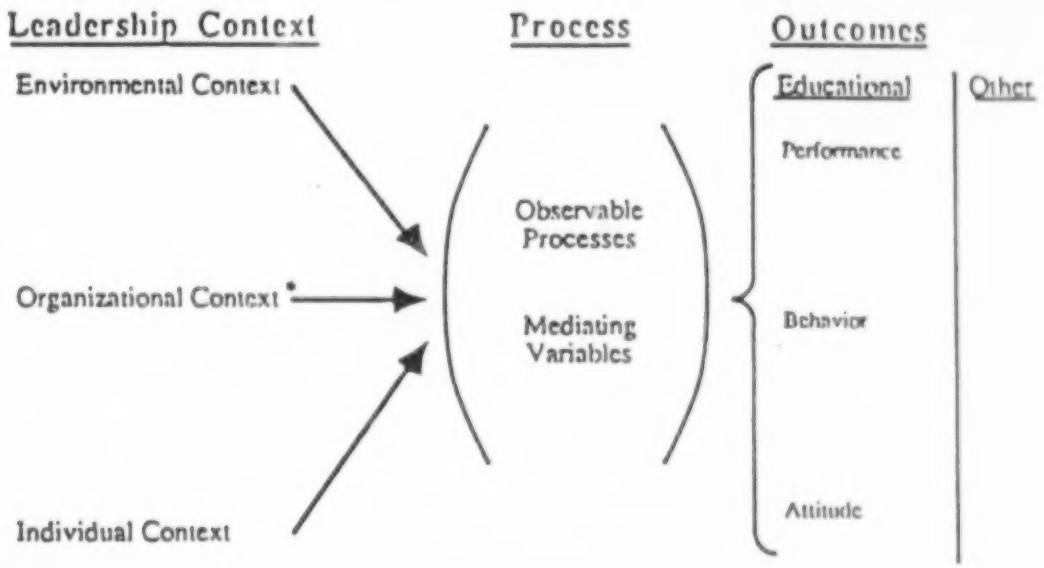
RESEARCH IN EDUCATIONAL ADMINISTRATION*

1. LEARNERS
2. TEACHERS
3. CONTENT
4. CONTEXT (ENVIRONMENTS)
5. ADMINISTRATORS

The systematic study of relationships among the 5 "variables" and the effects on learners (outcomes) of manipulating the "variables."

*From Emil Haller. "Thinking About Research in Educational Administration." Unpublished paper. Draft #2. February, 1989 (pg. 4).

Figure A-1. Suggested Framework for Guiding Research in the Professional Preparation of Education Administrators.



*Erickson (1979:9) suggests as the overarching question at this level, "What are the determinants and consequences of the various ways of organizing an educational enterprize?"

Figure A-2. The elements of research on education administration (SRCCE: 25).

A-2

THE 5 STRANDS

PREPARATORY PROGRAMS DESIGNED AROUND 5 STRANDS:

1. Study of Administration
2. Study of Technical Core of Education Administration and the Acquisition of Vital Administration Skills
3. Application of Research Findings and Methods to Problems
4. Supervised Practice (in Planned Settings)
5. Demonstration of Competence

From D. Griffiths, et al. (1988) Leaders for America's Schools. Berkeley, CA: McCutchan, p. 16.

THE NINE CONCERNS FOR ADMINISTRATION PREPARATION (NPB, 1989)

PEOPLE
Vigorous Student Recruitment
High Entrance Standards
Top-Quality Faculty

PROGRAMS
Ed.D. as Prerequisite to Licensure/ Certification
Full-Time Academic & Field Residencies
Full and Enriched Curriculum
Confirmed Field/Higher Ed Relations

ASSESSMENT
National Professional Standards Board
Accreditation Depends on Meeting Standards

Figure A-3. The "Five Strands" that provide the basis for education administration preparation and the NPB's Nine Concerns for preparation.